# A LITERATURE REVIEW AND CURRICULUM ANALYSIS FOR COLOR AESTHETIC EXPERIENCE DEVELOPMENT ASSESSMENT AMONG 6 TO-12-YEAR-OLD CHILDREN

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Since the iconic turn, the development of visual skills has never been so essential as today. From the aspect of aesthetic education, colors appear to be as one of the elements of visual language and aesthetic experience of children (Parson, 1976; Feeney & Moravcik, 1986; DeSantis & Housen, 2005). The phrase 'aesthetic experience' originates from Dewey's concept in his work 'Arts and Experience' (Dewey, 2005, p. 219.), where he declared his approach to arts by emphasizing that aesthetic experience is a 'clear experience' and in this sense, 'color does something in experience' (2005, p. 235.). Dewey was the first who declared that aesthetic experience does not end with visual perception, which involves the aesthetics of everyday subjects, therefore it has practical benefits to education (Dewey, 2005). Furthermore, Jacobson and Wickman (2007) refer to Bloom's statement that emotions, values and aesthetic experience (EVA, Bloom, 1992) are interrelated with conceptual aspects of learning. Therefore, exploring the development of color aesthetic experiences of children can improve, learning of other subjects in elementary schools. The purpose of my presentation is to give a review of recent studies from disciplines related to color aesthetic experience and to introduce a new framework with the defined subskills found in the Hungarian National Curriculum (NAT, 2012). The first step was a curriculum analysis to identify the visual subskills related to colors and color theory requirements. After the a detailed analysis, I sought to find studies which examine the visual skills and abilities of the hypothetical model construct, above all of the journals of developmental psychology, experimental child psychology and aesthetic education and art therapy. As a result, I identified the following hypothetical model constructs in the curriculum: color sensitivity; color and shape recognition; color and meaning; and color preference (NAT, 2012). I added color memory to the hypothetical model, because the research in experimental child pychology can also provide valid results for testing the model. The significance of the arts and aesthetic experience for development and learning has become popular among educational researchers (Johnson, 2007). Currently, Dewey's concepts of aesthetic experience are in the focus of the research on aesthetic education (Holzer, 2007; Heid, Estabrook, Nostrant, 2009). Moreover, there are studies which reveal the interdependence between aesthetic experience and science learning, which shows future directions for the collaboration of aesthetic and science education.